

High-Ability Student Initiative (HASIP)

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Section 53A-17a-160

Report of FY09



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The High-Ability Student Initiative Program was authorized during the 2008 General Session of the Utah State Legislature as part of the Minimum School Program Budget. Lines 34 – 35 of Senate Bill 2 establish “the High-Ability Student Initiative Program to provide resources for educators to enhance

the academic growth of high-ability students.” Section 53A-17a-160 states that the program shall consist of:

- Personnel to direct and facilitate the program;
- A comprehensive, Internet-based resource center to provide information about high-ability students to teachers, administrators, parents, and the community;
- Professional development and professional learning communities for teachers, including research-based tools to:
 - Identify high-ability students;
 - Implement strategies to meet high-ability student’s needs;
 - Train and mentor teachers;
 - Enhance teacher networking and collaboration, including videoconferencing equipment for classroom observation and coaching;
- Assistance for teachers to obtain license endorsement for gifted/talented education;
- Program evaluation.

Additionally, SB2 appropriates funding for:

- Matching grants for teachers enrolled in gifted endorsement programs;
- Independent program evaluation;
- Stipends for teachers who participate in program evaluation.

The current status of each of the major program components is described below.

District Participation

District	YEAR 1		YEAR 2	
	Number of Schools	Number of Participants	Number of Schools	Number of Participants
Box Elder	2	14	4	19
Cache	1	6	1	7
Charter Schools			1	2
Logan			1	2
Park City	7	18	6	20
Salt Lake City			1	1
San Juan	2	2	1	1
Tooele	1	2	1	1
Washington	2	7	5	18
	6 Districts 14 Schools	49 Participants	9 Districts 21 Schools	71 Participants

Teacher Participation

	YEAR 1	YEAR 2
Elementary Teachers	39	47
Secondary Teachers	7	21
Building Administrators	3	3

Content Coaches

	YEAR 1	YEAR 2
Number of Content Coaches	11	14
Average number of participants served per coach	4.6	5
On-site coaches (based at participating school)	4	5
Off-site coaches (using technology to engage in coaching activities)	7	9
Districts where coaches are based	Box Elder, Cache, Davis, Granite, Jordan, Logan, Park City, Washington	Box Elder, Cache, Davis, Granite, Jordan, Logan, Park City, USU, Washington

Internet Resource Center

The Internet Resource Center was launched in June 2009 and currently contains general program information and focused sections for educators, parents, students, and participating schools. Provided are tools for teachers which includes classroom strategies and pedagogical foundations, as well as information and links for parents of gifted children which comprises the major content focus of the website. The website currently receives approximately 100 **unique** “hits” daily, with an average visit length of over 3 minutes.

Professional Learning Communities (PLC)

Teachers and coaches in participating schools are finding unique ways to implement strategies learned through the High-Ability Program in order to grow professionally and better meet the needs of their students. Examples include:

- A book-study group at Jeremy Ranch Elementary (Park City) focuses on professional reading in the field of gifted education.

- A “grade-level ladder” provides an opportunity for teachers involved in the High-Ability Program to work collaboratively from first to fifth grades at Coral Cliffs Elementary (Washington).
- Integration of high-ability strategies by general classroom and Resource teachers for targeted students in the Resource-support setting is facilitated at North Park Elementary (Box Elder).
- Cross-subject articulation and integration is provided at Treasure Mountain International School (Park City), where teachers from the math, science, English, art, and foreign language departments work together to implement high-ability strategies.

Online Gifted and Talented Endorsement Program

HASIP has partnered with Utah State University to create the first-ever (in Utah) online-format Gifted and Talented endorsement program. The core required classes will be offered at graduate level to HASIP participants (first priority) and other Utah educators interested in obtaining license endorsements. The initial course is underway (Fall 2009), with subsequent courses set to roll out in Spring 2010, Fall 2010, and Spring 2011. Currently 58% of participating HASIP teachers are enrolled in the online endorsement program.

Program Evaluation

Internal program evaluation was conducted in Spring 2009. The data collected indicates that the majority of the participants increased their knowledge of strategies related to high-ability learners. The data also shows that rarely was there a participant who didn't have an increased knowledge of G/T strategy implementation as a result of their involvement in HASIP. Communications via email, the PLC, and the Program's intranet site about Program activities and strategies took place on a weekly basis and were helpful and informative, according to participant responses. While some teachers implemented the strategies learned on a daily basis, over fifty percent of the respondents reported that they applied the information learned through HASIP on a weekly basis in their regular classroom teaching.

External program evaluation will be conducted by ProjectLEGAL of Syracuse University during Program Year 2.